

SEND Information Report 2024-2025

Our Aims

At Littletown Primary Academy, we value and nurture-

- *The individuality of children, staff and governors, their unique skills and qualities and their contribution to the life of our school.*
- *The diversity of abilities, beliefs and cultures*
- *Encourage an active partnership with parents, carers, local and wider communities.*
- *Self-evaluation and collaboration, leading to the improvement, development and achievement of our individuals, groups and school.*
- *Encourage through high expectations, the development of personal aspirations and life-long learning for all.*
- *The safety and emotional and physical well-being of the Littletown community.*

Definition of Inclusion

At Littletown Academy, we recognise the diverse needs of all children.

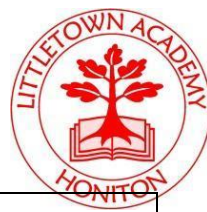
The objectives of our school's SEND policy state that as a school we will:-

- Identify those children who have SEND as soon as possible.
- Provide intervention at a suitable level when a child is identified as having SEND.
- Use a variety of teaching styles and cater for different learning styles to allow children with SEND to access the National Curriculum and receive quality first teaching from their class teacher.
- Use resources effectively to support children with SEND.
- Assess and keep records of the progress of children with SEND.
- Promote effective partnerships and involve outside agencies when appropriate
- Inform and involve the parents of children with SEND so that we can work together to support our children.
- Encourage active involvement by the children themselves in meeting their needs.
- Provide ongoing training for all staff working with children with SEND.
- Ensure that children with SEND join in with all the activities of the school.
- Work in collaboration with parents of children with SEND, ensuring close relationships are maintained.
- Support children's social and emotional development through a Life Skills programme
- Listen carefully and value 'Pupil Voice'

Everyone at Littletown Primary Academy is committed to providing the support and opportunities that enable any child with SEND to be included fully in all aspects of school life. Not all pupils with disabilities have Special Educational Needs and not all pupils with SEN meet the definition of disability but we offer an enriching education and school life experience to all pupils that may have SEND.

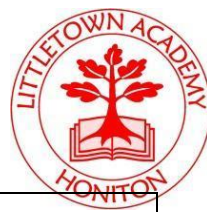


Parent/carer questions	Key information	Links to SEND Code of Practice (2015)
School Policy and procedure		
<p>What kinds of SEND do pupils in the school have?</p>	<ul style="list-style-type: none"> ● Littletown Primary Academy is a Mainstream Primary Provision. ● The SEN COP (2015) states that there are 4 types of SEN, these include, Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health, Sensory or Physical. We provide an education promoting the academic, physical, spiritual and social development of each child. ● This school believes that <i>every pupil</i> has an entitlement to develop their talents. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities. Inclusion is an on-going process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that might be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers. 	<p>The kinds of special educational needs for which provision is made at school</p>
<p>How do you know if a pupil needs extra help?</p>	<ul style="list-style-type: none"> ● Pupil Progress is tracked through SIMS school data, Data learning Conversations and Provision Map Programme. ● Screening tools/assessments used within school: EYFS Tapestry, Phonic Screening (Yr1-2), Sandwell Maths screening, Pearson Dyslexia Screening Tool, Infant Language Link. The Devon Graduated Response Quick checker and Toolkit are used to assess children who present with new difficulties in learning. ● At Littletown Primary Academy, we recognise that students make progress at different rates and not always in a steady linear pattern. Therefore, students are identified as having SEND in a variety of ways, including the following: Liaison with primary school/previous school/nursery or pre-school setting, The student performing significantly below Age Related Expected levels, Follow our School Referral Pathway- Graduated Response Tool, Concerns raised by parent/carer, Concerns raised by teacher, Liaison with external agencies, e.g. physical health diagnosis from paediatrician ● If a student is identified as having SEND then their name will be added to the SEND register, but we do also recognise that students' needs may change over time, and provision must reflect this. The aim of any additional provision is for the student to achieve age related expectations, so once they reach this 	<p>Information about the school's policies for identification and assessment of pupils with special educational needs</p>

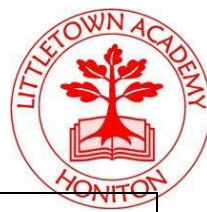


	threshold, they may be removed from the school SEND register. If they fall behind again at any point, then they may be added to the register again.	
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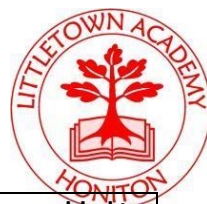
Day to day support		
<p>How do teachers help pupils with SEND? How will the school support my child?</p> <p>-</p>	<ul style="list-style-type: none"> ● Quality First Teaching means high quality inclusive teaching where the class teacher has high expectations of all their pupils. The Code of Practice (2015, p.99) section 6.37 states that ‘high quality teaching, differentiated for pupils, is the first step in responding to pupils who have or may have SEN. ● As a school we are committed to follow the Devon OAIP (Ordinarily Available Inclusive Provision) to support all children succeed within the classroom. ● We follow the recommended ‘Devon Graduated Approach’ to supporting pupils with SEND. This involves a continual cycle of: Assess-Plan-Do-Review Assess- Assessments of a child’s SEND needs will be made, using our assessment and identification tools. Plan- interventions and support plan put in place. This can be at an individual level or at group work level. Do- Follow all recommendations and interventions over a specific period of time (usually 6-8 weeks). Review- Teachers and Teaching Assistants, along with the SENDCo will review the impact of the support and interventions, this is usually every 6-8 weeks. We will then plan new targets and ‘next steps’ Following the cycle of identification for our SEND pupils, if the interventions have not been successful and there is still a concern regarding your child’s progress, then the class teacher and SENDCo will write a My Plan. ● A My Plan sets out the areas of need and what provision/resources we will put in place. The My Plan is a working document that you will be able to look at and discuss with both class teacher and SENDCo. The My Plan will be reviewed each term. At the review a number of outcomes could happen:- <ol style="list-style-type: none"> 1. Your child has made progress in the identified area of need and therefore no longer requires a My Plan 2. There is still a little progress to be made but the interventions and provisions set out in their My Plan are working, we then may agree to set some more targets and continue provision for a set period of time. 3. Although interventions and resources have been put in place over a set period of time, progress has not been made so we will then plan to make contact the relevant outside agencies for further advice. ● At Littletown Primary Academy, we understand that children’s needs can be more complex. Although we have set out a number of interventions that have been tailored to meet the most significant and 	<p>The school’s approach to teaching pupils with SEND</p>



	<p>common needs within our school, we are always adapting interventions and developing new initiatives to help support the wide range of needs pupils have.</p>	
<p>How will the curriculum be matched to my child's needs?</p> <p>Is there any additional support available to help children with SEND?</p>	<p>Your child's teacher is primarily responsible for the progress of all children in their class. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all students. As well as support from your child's teacher, the SAFS Team will be responsible for:</p> <ul style="list-style-type: none"> ● overseeing the day-to-day operation of the school's SEND policy ● coordinating provision for children with SEND ● liaising with the relevant Designated Teacher where a looked after pupil has SEND ● advising on the graduated approach to providing SEND support ● advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively ● liaising with parents of pupils with SEND ● liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies ● being a key point of contact with external agencies, especially the local authority and its support services ● liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned ● working with the principle and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements ● ensuring that the school keeps the records of all pupils with SEND up to date ● Working alongside the SAFS Team to plan and implement specific interventions. ● In line with the SEND Code of Practice 2014, there is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels. The SAFS Team is responsible for making this happen. ● Requesting additional resources to further support your child (if this is necessary) <p>Sometimes, some students require additional support to make progress across the curriculum. The SAFs Team and class teachers are responsible for organising intervention for an individual or small group of students:</p> <ul style="list-style-type: none"> ● <i>Additional adult support in the classroom</i> Learning Support Assistants (LSAs) support the teacher in helping the learning of whole classes; the Learning Co-ordinator also is able to direct a limited amount of 'hours' of additional adult support in the classroom, particularly in cases where there is evidence that students are significantly below the expectations for their age 	<p>How adaptations are made to the curriculum and learning environment</p>



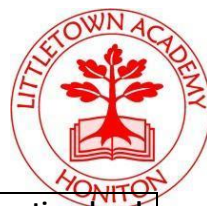
	<ul style="list-style-type: none"> • <i>More focused sessions</i> – when students comes out of some lessons for pre-arranged sessions with LSAs on, for example, Auditory Processing Interventions, Speech & Language interventions, early reader scheme, mighty maths, handwriting, reading, numeracy, study skills, organisation skills, social skills, life skills etc 	
<p>How will the school know how well my child is doing?</p>	<ul style="list-style-type: none"> • Monitoring the progress of our pupils is something we, at Littletown primary Academy, take very seriously. We feel that close monitoring allows us to make the best decisions and plan for children’s support and provision. We will monitor your child’s progress in a number of ways: <ul style="list-style-type: none"> - Close monitoring during day to day learning- Responsibility- Class Teacher - Children with suspected difficulties will be assessed via the Graduated Response - Detailed evaluations regarding effectiveness of interventions will be made every 6-8 weeks- Responsibility- Class Teacher/Teaching Assistant/ Head of Key Stage. This is fed back to the SAFS Team - Consistent Evaluation of ‘My Plan’ targets, with a view to amend and set new targets if necessary will be made every 2-3 weeks and shared with parents half termly. - Regular feedback to parents of SEND children, every 6-8 weeks. Responsibility- Class Teacher and SAFS Team. Some parent/staff meetings may be more frequent than 6-8 weeks, this depends on what has been agreed and the severity of needs. - At Littletown, we offer an open-door policy where parents/carers are welcome any time to make an appointment to meet with either a class teacher or member of the SAFS Team to discuss their child’s progress. Parents/carers can contact staff members by email or by or through the school office. - If your child has an Education, Health and Care Plan (EHCP) then there are legal requirements for at least one formal meeting each year (the Annual Review). This is organised by the SENDCo and attended by parents/carers, teachers and any outside agencies involved in your child’s education. <p>School Governors</p> <p>-The Governors role is to act as the champion for children with SEND and inclusion needs. Their role is to ensure that the school is fulfilling its duties to children with SEND and to meet with SENDCO in the Autumn, Spring and Summer terms as a minimum.</p> <ul style="list-style-type: none"> - They should ask questions and raise awareness relating to SEND and inclusion provision at Governing Body meetings. - They should monitor the SEND notional budget and what impact the spending has had on Learner progress and attainment. - They will also Work with the SENDCo to produce a SEND Annual Report to Governors. 	<p>Arrangements for assessing and reviewing pupil’s progress towards outcomes</p>
<p>How will I know my child is making progress? How do you check on this?</p>		<p>How the effectiveness of provision is evaluated</p>



How will my child be included in activities outside the classroom, including school trips?

- School offers a range of extra-curricular activities which are fully inclusive. Additional staff members are involved to support
 - All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is possible. If your child has the support of a 1:1 adult, they will still be entitled to the same level of support on school trips and for any planned activities.
 - We have a KS2 Lunchtime Nurture Club that runs every day; children can access this on a regular basis or as a drop in. Our overall aim is to equip children with the skills to be able to access lunchtimes with their peers.
 - A risk assessment will be carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised.
 - Where a child has a 1:1 adult for additional support and/or adjustments to access and provision has been adapted, staff will carry out an Individual Risk Assessment and this will be shared in collaboration with parents/carers.
 - We, at Littletown Primary Academy, understand that some of our children have a wide range of needs and we aim to provide them not only with support in their learning, but we provide children the opportunity to take part in additional activities.
 - All students are entitled to attend our Breakfast and Afterschool Club provision.
 - At Littletown Primary Academy, every pupil is treated as an equal. We have a whole school approach to ensuring all children have access to the same opportunities and are encouraged to engage in all parts in school life. If a child needs additional support in order to do so, we will provide this.

How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND



How will you support my child's overall well-being?

- At Littletown Primary Academy, we provide children with access to our Nurture support worker. We have a nurture group that runs every lunchtime and we use the Devon Graduated Response to identify need. Teachers can refer a child to be seen by our Nurture Coordinators using the Graduated Response Tool.
- We also run a number of nurture clubs in school.
- Nurture support can be on a 1:1 basis, in a small group or 'in class' support; depending on the individual needs.
- At Littletown Primary Academy, every pupil is treated as an equal. We have a whole school approach to ensuring all children have access to the same opportunities and are encouraged to engage in all parts in school life. If a child needs additional support in order to do so, we will provide this.
- We use My Plans as a tool for monitoring children's progress, with a focus on SMART targets (specific/ measurable/ attainable/ relevant/ time based . If a child is identified as having Social Emotional Mental Health (SEMH) needs, we will work collaboratively with parents and other professional agencies, to create a 'Relational Support Plan.' A 'Relational Support Plan' is a way ensuring all professionals/parents/carers are working together as a team, to support a child's learning, development and wellbeing. The My Plans also provide opportunities for children with additional needs to voice their opinions about their learning.
- If a child presents with challenging behaviours that are having a consistent impact on their learning and the learning of others, we will support that child using a 'Wellbeing Support Plan.) This will be done in conjunction with parents/carers.

Medical needs

- -Depending upon the medical need (for example: Epilepsy, Diabetes and epi-pen for allergies) staff have training by a medical practitioner on the administration of medicines. We also use online training courses for anaphylaxis and asthma training.
- -Children with long term medical conditions will have a medical health care plan which will be shared with the relevant staff. This plan will outline day to day support as well as emergency procedures.

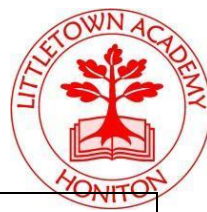
What behaviour support is there available at Littletown Academy?

- At Littletown Primary Academy, we expect high standards of behaviour from all our pupils. All staff share the same high behaviour expectations from pupils and have a whole school positive behaviour reward system. However, we also recognise that managing behaviour can be extremely difficult for some of our SEND children.

Support for improving emotional and social development

- For further information around behaviour please refer to the school behaviour policy.
- We monitor behaviour issues very closely; some children may have a 'Wellbeing Plan' in place. The aim of the Wellbeing Plan is to identify triggers for possible behaviours and put positive reinforcements in place to support any difficulties. This document will be planned with the class teacher, teaching assistant and the SAFS Team; it will also be shared with the Principal and Deputy Head.
- If the behaviour is such that it will affect staff on a wider scale, then a Wellbeing Plan will be shared with other staff members during a staff meeting. This way we can all work together to support our pupils. A home-school agreement will also be sent home. This outlines the process that we will follow if behaviour gets to the stage where the child/staff/other pupils are at risk.
- There are times that we will seek support from our Social, Emotional and Mental Health Team, they may visit the school and work with teaching staff and parents to help support pupils with specific behaviour problems.
- We also work closely with our Inclusion Officer and SEMH advisor for Social, Emotional and Mental Health difficulties that have been identified as needing further support.
- We have a number of positive strategies that we use in school; learning breaks, time outside for activities, opportunities to calm and reflect, mindfulness activities, using Social Stories to explore challenges a child may be experiencing as well as lunch club and 1:1 mentors.

Involving families		
<p>How will you help me to support my child's learning? When will we be able to discuss my child's progress?</p>	<ul style="list-style-type: none"> ● Information on progress is shared with parents through termly reports, 2 parents evening and end of year report. ● Children with My Plans - progress towards SMART targets with provision and strategies updated every 3-6 weeks. Parents have instant access to children's plans through our online 'Provision Map' programme. Parents are automatically emailed when changes or reviews to plans are made. For parents who do not have access to technology we will print out plans every half term. ● Children with EHCP - progress is reported every half term through My Plan feedback as well as through the annual review. Parents have the opportunity to ask about their child's progress at any point in the year by making direct contact with the SENDCo. ● We actively involve parents in the consultation of their child's learning and progress. Regular 1:1 parent meetings are held to ensure involvement in the writing of a child's My Plan.. Parents of children with EHCP are regularly asked to give their views and opinions on their children's learning and progress. ● Due to current Covid-19 restrictions parents are not permitted to enter the school building. For this reason most of the on-site visits and activities for parents have been moved on line with meetings being undertaken via Google Meet and virtual visits uploaded as a video to the school padlet pages. 	<p>Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education</p>
<p>How will my child be able to share their views?</p>	<ul style="list-style-type: none"> ● Children with a My Plan or EHCP are encouraged to voice their opinions about: <ul style="list-style-type: none"> - their likes/dislikes, - their strengths and difficulties, - who they work best with, - the strategies that work best for them in class, - and their progress towards achieving their targets. <p>Time will be put aside for children to sit with a familiar adult (this is often a 1:1 for children with an EHCP) and talk through each of the criteria above.</p>	<p>Arrangements for consulting with children with SEND and involving them in their education</p>
<p>How will you support my child when he/she joins your school or moves class or transfers to a new school?</p>	<p><i>The CoP (2015) highlights the importance of preparing children for adulthood and increased independence but for this to be successful it is important to strike a balance between working in partnership with parents and carers who know their children best as well as ensuring that the child's voice is heard.</i></p>	<p>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</p>

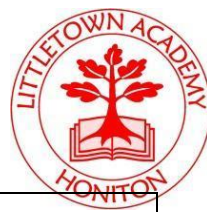


	<ul style="list-style-type: none"> ● Transition requires strategic planning and careful consideration to the wider impact on a child's physical, social, and emotional needs. It is also important to acknowledge that transition does not just happen in the first few weeks of a change but that 'settling in' periods can take longer and it is often during this time that other issues, not yet considered, emerge. ● Transitions can be small, such as the move from one lesson to another, from home to school or even from activity to activity and other transitions are much bigger for children to manage, such as moving schools or moving from children's services to adult ones. It is important to remember that no matter the size of transition each can affect children in different ways. ● Our onsite Nursery works closely with the Reception team and SENDCo throughout the year and especially in the Summer Term, to ensure children with additional needs have a well planned advanced transition process. For some children this may include an alternative start time or a reduced timetable on entry. ● Every year class teachers meet in the Summer term to hold detailed transition meetings. These meetings enable teachers to share information and to plan smooth transitions from one year group to another. For children requiring specialist transition support booklets are created with photographs of the new class teacher and the learning environment. For some children additional visits to their new classroom during the Summer Term also take place. ● Children transitioning from Year 6 to a new setting: Meetings are held in the Summer Term with the new setting and information shared about the child/children. For children who require specialist transition arrangements additional visits to the school are arranged alongside the usual transition visits. In some cases children have created a 'This is me video' to be shared with the SENDCo and Head of Year of the new school. 	
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Staff skills and wider support		
<p>What skills do the staff have to meet my child's needs?</p>	<ul style="list-style-type: none"> ● Staff at Littletown are encouraged to develop their skills and understanding of SEN. Training for staff takes place in several ways: <ul style="list-style-type: none"> - Whole school training can be delivered by an outside agency or by an experienced member of staff. - Staff will attend training off site or virtually. ● Staff working with children with specific learning difficulties will have additional training in order for them to carry out the intervention and support as suggested by an external agent on an EHCP or My Plan i.e Educational Psychologist or Speech and Language Therapist. 	<p>The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured</p> <p>How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in</p>

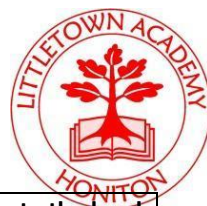


<p>What specialist services are available at or accessed by the school?</p>	<ul style="list-style-type: none"> ● Prior to a child starting at our setting we liaise with the SENDCo and teachers from the previous setting to ensure that plans and resources are shared and that appropriate provision is put in place prior to the child's/children's start date. If a child is not of school age we consult with any external agency reports for advice on provision. ● We have several staff who have undertaken specialist training to support specific roles. These include: <ul style="list-style-type: none"> -Dyslexia trained - Pearsons -Attachment Based Mentoring -Boxall Profile -Thrive trained practitioners -Lego Therapy Language link/speech link trained. ● As a school we have access to a wide variety of external services, professionals and organisations that provide support to pupils. These include: <ul style="list-style-type: none"> - School Nurse/Health Visitor - Speech and Language Therapy - Educational Psychologist - Early Help - Occupational Therapist - Physiotherapist - 0-25 team - DIAS - Communication and Interaction Team - SEMH Support Team - Balloons - child bereavement - Vbranch House - Early Years Consultants - Inclusion Team 	<p>meeting pupils' SEN and supporting their families</p>
<p>What happens if my child needs specialist equipment?</p> <p>How accessible is the school and how does it arrange the facilities children need?</p>	<ul style="list-style-type: none"> ● Littletown Primary Academy is positioned on a flat ground, although there are 3 levels: front playground, entrance and school building, back playground and field. ● The site has recently been adapted so that all areas can be reached via permanent ramps, this means that the ground floors of all buildings are accessible for wheelchair users or those with impaired mobility. ● The site has a disabled toilet large enough to accommodate changing facilities. ● The steps to the rear playground have been marked clearly with yellow paint. ● We have our 'Garden Room' this is where our nurture group and Thrive interventions take place. 	<p>How equipment and facilities to support children with SEND will be secured</p>



	<ul style="list-style-type: none"> We have a 'sensory' room that children can use. This space provides a calm, quiet atmosphere, using low lighting and has a range of sensory equipment. We have a Community Room; this is a calm and quiet area of the school where children can access Nurture sessions. We also use this space to run our family support groups. 	
How will my child manage tests and exams?	<p>At Littletown, The Student and Family Support Team work closely with all staff members during assessment periods. In Year 6, discussions will be made regarding SATs and if individual children need to be discounted based on their specific needs. This will involve discussion with parents/carers and, if necessary, referring to external professionals for further advice. If it is decided that an individual child is going to be discounted from SATS, the Principal makes the final decision.</p> <p>Where it has been identified that an individual child needs additional time for assessments; this should be in place for all additional assessments.</p>	Information regarding access arrangements

Accessing advice and support		
<p>What should I do if I think my child may have a special educational need or disability?</p> <p>What do I do if I'm not happy or if I want to complain?</p> <p>Where can I get information, advice and support?</p>	<ul style="list-style-type: none"> The Student and Family Support Team comprises of : <ul style="list-style-type: none"> Qualified SENDCo and Young Carer Lead: Kate Prince (Monday Thursday). Pastoral Team - Kate Prince and Jacqui Talbot Family Support worker - Jacqui Talbot Mental Health Champion - Susannah Davis Pupil Premium Champion - Rebecca Jackson You can also arrange to meet/speak with the SENDCo and a member of the SAFs Team by contacting the School Office or by emailing on senco@littletown.devon.sch.uk , familysupportworker@littletown.devon.sch.uk or pastoral@littletown.devon.sch.uk Our Current SEN Governor is Amanda Farley and she can be contacted through the school office. If a parent is unhappy or would like to make a formal complaint they can access the 'Compliments, Concerns and Complaints Policy' on the school website. Section 4 - 4.8 of the policy outlines the complaints procedures. At Littletown Primary Academy we fully appreciate that identifying your child with a special educational need or disability can be a difficult process. We are here to help your child continue through their learning journey and will support them every step of the way. We believe that support from both the home and school is paramount. We promote working together to help support the needs of your child. 	<p>Contact details for the Special Educational Needs Coordinator</p> <p>Arrangements for handling complaints from parents of children with SEND</p> <p>Contact details of support services for parents of pupils with SEND</p>



Where can I find out about other services that might be available for our family and my child?

- Your main point of contact at school should always be your child's teacher. You can start by contacting the teacher, who will be able to discuss your concerns. The teacher will pass on any concerns to a member of the SAFS Team and meetings can be arranged.
- Families are signposted to relevant services by the SAFS team. We have a SAF's padlet page which has contact details for a variety of services, including contact details for; Health Visitors, School Nurse, DIAS or Early Help.
- Our provision is arranged so we are able meet our students' needs, within the resources available. We recognise that different students require different levels of support in order to achieve age expected attainment.
- The SAFs Team, teachers, academic leaders and pastoral leaders, as well as Senior Leadership Team work in unison to acknowledge to children's needs and plan what support would be appropriate.

The Local Offer

- For more information about Devon County Council's Local Offer, please follow the link :<https://new.devon.gov.uk/send/>

The school's contribution to the local offer and where the LA's local offer is published